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Teacher Competences in Early Childhood Education and Inclusive Education: Design and Validation of a Questionnaire

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Abstract

The teaching community in Early Childhood Education represents a key element to promote an inclusive education and to identify what competences must be acquired in their initial training. The objective of this paper is to show the design and validation process of a questionnaire aimed at learning the competences which must be present in the degree in Early Childhood Education at the University of El Bosque (Bogotá, Colombia). There has been a sample of 158 participants: 7 judges, 92 students, 35 graduates and 24 employers. The instrument elaborated is made up of 53 items distributed in four dimensions – scientific, social, methodological and personal competences. The procedure has complied with the following phases: 1) revision of the state of art and initial elaboration of the questionnaire; 2) content validity through the expert judgement technique and introduction of the necessary changes; 3) instrument implementation; 4) analysis of the statistical reliability. The results show that the CEINCLUSIVA questionnaire is a valid and reliable instrument with a Cronbach's alpha of .964. for all items. These positive results recur in every dimension of the instrument elaborated. Likewise, the judges' agreement relating to the pertinence, relevance, clarity and exclusivity of the proposed items stands out.

Key words

Teaching competences; inclusive education; early childhood education; questionnaire.

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Competencias docentes en Educación Infantil e inclusión educativa: diseño y validación de un cuestionario

Resumen

El colectivo docente de Educación Infantil representa una pieza clave para promover una educación inclusiva y conocer cuáles son las competencias que debe adquirir en su formación inicial. El objetivo de este artículo es mostrar el proceso de diseño y validación de un cuestionario dirigido a conocer las competencias que deben estar presentes en la titulación de Educación Infantil de la Universidad del Bosque (Bogotá, Colombia). La muestra ha sido de 158 participantes: 7 jueces, 92 estudiantes, 35 egresados y 24 empleadores. El instrumento elaborado cuenta con 53 ítems distribuidos en cuatro dimensiones -competencias científicas, sociales, metodológicas, y personales. El procedimiento empleado ha seguido las siguientes fases: 1) revisión del estado del arte y elaboración inicial del cuestionario; 2) validación de contenido utilizando la técnica de juicio de expertos e introducción de los cambios pertinentes; 3) aplicación del instrumento; y 4) análisis de la confiabilidad estadística. Los resultados indican que el cuestionario CEINCLUSIVA es un instrumento válido y fiable al contar con un alfa de Cronbach para la totalidad de los ítems de .964. Estos buenos resultados se repiten en cada una de las dimensiones del instrumento elaborado. Asimismo, destaca el acuerdo de los jueces con relación a la pertinencia, relevancia, claridad y exclusividad de los ítems propuestos.

Palabras clave

Competencias docentes; educación inclusiva; educación infantil; cuestionario.

Introduction

UNESCO (2015) stressed the need to create inclusive educational systems as a common good for humanity. In this sense, it demands the completion of a more humanistic view of the right to education as a public good in which the values of respect for human diversity, dignity, equality, social justice, participation, solidarity and responsibility for a sustainable future, are materialised. These values are very important to offer an education of quality and a solution to the challenges of the 21st century society in general, and of the Education 2030 Agenda in particular. In fact, different experts (Arnaiz, 2019; Booth, 2011; Echeita, 2019) have recognised these values as essential to build inclusion, since we cannot consider it without the respect for diversity, the presence and participation of all members of the community, the search of success for all, and the sustainability of such processes.

In this way, in the Incheon Declaration, UNESCO (2016) acknowledges the need of conceiving education as a public capital and as an essential human right to guarantee the development and observance of other rights, something considered indispensable to overcome the poverty indices of certain communities and conflict situations. In this sense, inclusive education guarantees respect and equity, the overcoming of inequalities and the promotion of changes to reach societies where people's rights and social justice are represented by solidarity, responsibility and mutual respect.

Inclusive education is regarded as the cornerstone for the development of whichever social group which considers its members as unique, different and equal in rights, and having to be assisted and respected in contexts of quality and equity (Arnaiz, 2012). Opertti (2019), in relation to inclusive education, speaks about the necessary symbiosis between quality and equity, pointing out different perspectives to consider when referring to it: diverse and inclusive universalism, key of a guarantor State, basis of the educational system, promoter of learning opportunities, continuous process of respecting and giving response to the students' diversity, and generator of agreements on inclusion to establish commitments with the community.

Therefore, following different authors and institutions (Ainscow & Booth, 2011; Arnaiz, 2019, UNESCO, 2008, 2016), inclusive education should be considered as a process oriented towards the identification and elimination of the existing barriers to learning and participation in cultures, policies and educational practices, which considers the presence, participation and success of all students as fundamental, and with special emphasis on those groups which can be at risk, be more vulnerable or live processes of exclusion, discrimination or rejection.

Therefore, it is particularly important that this approach begins in Early Childhood Education since this stage ensures the principles of equality, no discrimination and fair treatment. These aspects will give voice and participation to subjects who were not taken into account, mobilising actions which implement the principles of respect and equality (Parrilla, 2002). In this way, and following Echeíta (2014), the school will be understood as a cornerstone in the creation of democratic societies, a place where the determination to promote the best possible learning prevails by taking into account the motivations, abilities and interests of every student.

Nowadays, there is a process of transformation in educational systems from all over the world which arises from the governmental interest in reaching an education of quality, able to respond to the continuous changes and challenges of the 21st century. It is worth noting that there will only be an education of quality if it is inclusive. As Imbernón (2014) states, to optimise the quality of education, excellent teacher education must be guaranteed, something that can only be achieved if the Higher Education institutions commit themselves to the task of offering inclusive training programmes. Also, Day (2006) acknowledges the key role of teachers: "all influences over the quality of education are measured by them and their action. They have the possibility of increasing the quality of education (...). And they can also lower the quality of education" (p.15). In this sense, teacher education appears as the foundation to promote quality educational, and consequently inclusive, systems.

In this respect, it should be taken into account that the research carried out by Fernández Batanero (2013) on teacher competences and inclusive education brings to light the following: "the teacher competences relating to the attention to diversity are key factors in the improvement of the quality of education in the school centre as a welcoming community" (p. 85). Similarly, the author states that the teachers' competences and attitudes are decisive in the promotion of inclusive educational practices. In the same vein, Martínez (2008) explains that teaching in and for the students' diversity requires a teacher with competences to innovate, reflect on and transform his pedagogical practice according to the students' physical, social, cultural, cognitive and emotional characteristics. Casado & Lezcano (2012) claim that some key elements in the teachers' initial and continuing training for an inclusive school must be considered, highlighting the importance of their role as facilitators in the teaching-learning process, due to the need of reflecting upon their

practices and interest in a continuous professional growth. As a consequence, and according to Mas-Torelló y Olmos-Rueda (2016), if the teaching staff is one of the key elements in the quality of education, it is important to clearly reflect upon the competences to develop in both the initial and the continuing training of this group.

Perrenoud (2004) emphasised that the ability or competence is not only a specific action but also the significance and comprehension of the functional or practical within the context of a person's complete knowledge and skills heritage. Therefore, in the professional life, there is a continuous discovering and growing of the competences which define the person who is appropriately performing a job. From there arises the possibility of accomplishing the necessary adjustments and establishing the activity schemes which are required in the different scenarios of professional development. In this way, the competences make sense in the staging, with actions which give a solution to situations in the fulfilling of the different aspects of professional development.

In the case of educators or teachers, the competences which confirm the suitability of their work, require to be strengthened from the beginning of their initial and continuing training as a basis of their personal, ethical, human and professional identity. Tobón (2013) lays out that the competences are integral actions as they link knowledge (of being, coexisting, knowing and doing) together with the characteristics of the context. From this perspective, it is obvious that the term "competences" is a polysemic one and it becomes even more complex in teacher education because of the elements (knowledge, abilities, attitudes, values, ethics, vocation, among others) which come into play when we try to identify the educator's competences.

This paper especially wishes to assist in the process of building an inclusive education in the context of Latin America, in particular, in Colombia. Its spotlight is on the competences that graduates in Early Childhood Education at the University of El Bosque (Bogotá, Colombia) should develop to promote inclusive educational processes. In this respect, it is important to remember that teacher education is one of the most analysed topics by the leaders of the Colombian education, occupying a privileged position in the intersectoral dialogue tables because of its implications in the quality of education. Rodríguez e Hinojo (2017) show that one of the factors associated with the quality of Colombian education is related to the training given to the future educators. From the same point of view, García et al. (2014), as a result of a study aiming at noting the key elements to improve the educational quality in Colombia, present having good initial training programmes as an indispensable condition to achieve that goal. In such programmes, the need for a continuous process of revision, evaluation and up-dating of the curriculum of the degrees in education, in consistency with the needs of the context and the ideals laid out, is emphasised. In this respect, the Tuning-Latin America Report (Beneiton et al., 2007) calls the Academy's attention to the importance of the approach based on competences, specifying that they are necessary for professional development. In the case of teachers or educators, it is important to highlight those related to the performance within the classroom, the management of the educational institutions, the school community collaboration, and any other which may guarantee an inclusive and equitable education of quality throughout life and for everybody. In this way, the appropriateness of the definition of competences becomes the basis for a training of quality.

Colombia places stress on educational quality, thus the interest of the government in posing new educational policies for improvement. In this sense, the National Ministry of Education has presented the Decennial Plan of Education (2016-2026) as an instrument that, through its actions (financial, administrative, technique and pedagogical), leads to the

modernisation of the educational system, improves quality and ensures that students have a greater access, continuity and equity in the education system. Such challenge has driven the Colombian government to the task of overcoming the gaps found in education, taking a stance in favour of those communities in a greater situation of vulnerability. In this context, the teacher and the competences necessary to develop an inclusive education take prominence.

Thus, this paper aims at identifying the competences that teachers must acquire in the degree in Early Childhood Education. It is precisely, as Flaborea and Navío (2018) point out, in the nineteen-nineties – and in relation to teacher education in Colombia – when the Higher Education Law (Law 30, 1992) stated that the teaching practice requires a professional training and, therefore, a university one. Since this law, the early childhood educator is thought of as a professional in the educational field, trained in institutions of higher education, with a solid pedagogical, practical and research knowledge to deal with the demands of childhood education in the present context.

The focus of attention is placed on the Degree in Early Childhood Education in the Faculty of Education at the University of El Bosque (Bogotá, Colombia). This Higher Education institution assumes the relevance of the early childhood education in the life of future generations. Thus, it proposes a programme in the Degree in Early Childhood Education which promotes the development of competences based on knowledge, behaviour, skills (know-how) and attitudes in inclusive educational contexts. From this perspective arises the need to identify the competences which must be present in the Degree in Early Childhood Education in this Higher Education institution so as to train professionals able to promote inclusion. Thus, this paper is devoted to present the design and validation of a questionnaire – CEINCLUSIVA – which is aimed at knowing the students', graduates' and employers' perceptions with respect to which competences should be developed by educators in Early Childhood Education to promote an inclusive education. This study hopes to make a contribution to the literature in the field, to present the design and validation of a questionnaire aimed at knowing and understanding the competences around knowledge, behaviour, skills (know-how) and attitudes, which must be present in the training of graduates in Early Childhood Education at the University of El Bosque (Bogotá, Colombia). Its specific goals are: analysing the content validity of the questionnaire and valuing its internal consistency or reliability.

Methodology

Participants

There were 158 participants in this study. First, to validate the content of the initially designed instrument, a board of seven experts in methods of educational research, as well as in the focus of study – inclusive education and teacher education – was formed. The following criteria were adopted in the selection of those professionals: a) having a PhD, b) training in the area of inclusive education, and c) having competences in research methodology. Thus, seven professionals from the University of El Bosque were selected. Secondly, to get to know the internal consistency of the instrument, the questionnaire was applied to the students of Early Childhood Education of the year 2018-2019, graduates of that degree and prospective employers or directors of institutions where the students carry out their training. These participants have been selected by means of an intentional non-probabilistic sampling. In particular, there are 92 students (60.9%); 35 graduates in the Degree in Early Childhood Education; 24 employers or managers of institutions. In the

following table, these participants appear according to the different stages of this process of content and reliability validation.

Table 1.
Participants in the validation of the designed questionnaire

Participants	N
Content validity	7 experts
Instrument reliability	92 students (60.9%) 35 graduates (23.2%) 24 employers (15.9%)

Instruments

With the purpose of identifying the competences which must be present in the Degree in Early Childhood Education at the University of El Bosque, according to the students', graduates' and employers' perceptions, an ad hoc questionnaire named "Competence Evaluation in the Degree in Early Childhood Education to Promote an Inclusive Education, CEINCLUSIVA" was designed. This questionnaire arises from the recommendations offered by the European Agency for Development in Special Needs Education (2011) in relation to teacher training for an inclusive education. In fact, this document has been a benchmark for identifying the common problems and difficulties in initial teacher training institutions, disseminating new pedagogical approaches and innovations, as well as offering recommendations on training to materialise inclusive education. This instrument is structured in six sections. In this way, after a presentation and invitation to answer the posed questions, the first section aims at collecting the sociodemographic variables of the target population. Thus, with reference to the group of students and graduates, the following information is requested: gender, age, years of training and/or work experience, and nature of the institution where the training or work was developed. Regarding the employers, the required data were the following: gender, age, years of work experience, nature of the institution and position.

Behind these sociodemographic data of the sample, four sections or dimensions appear concerning the teacher competences around knowledge (scientific or academic competences), with seventeen items; behaviour (social competences), with ten items; know-how (methodological competences), with seventeen items; and lastly, attitudes (personal competences), with nine items. The answer options of all items present a Likert scale, from 1 to 4 (where 1 = not important, 2 = slightly important, 3=important, and 4= very important)

These dimensions are followed by a section with two open questions aimed at getting the opinions of the selected groups. The first question attempts to identify if the childhood educator, in his professional practice, should contribute to the development of an inclusive education and why. In the second question, students and graduates are asked if the necessary competences in inclusive educational contexts were present in their initial

training, justifying their answer or, if that is not the case, pointing out the drawbacks present in the students' and graduates' curricula. This last question is also addressed to the group of employers, if they answer negatively, they are urged to specify the aspects that should be present in the curriculum to better prepare the prospect educators.

For the content validity of the designed ad hoc questionnaire, the experts or judges in charge of carrying out this task were given A *Validation Guide* which involved:

- 1) Valuing the heading, the introduction, the required sociodemographic data and the filling in instructions according to their clarity and relevance, and offering suggestions for improvement.
- 2) Likewise, valuing each item in the four dimensions of the questionnaire taking into account the following criteria: clarity, pertinence, relevance and exclusivity according to the following scale:

Clarity criterion: clear wording without ambiguities (1=Not clear at all, 2= Not very clear, 3= Clear, and 4= Very clear)

Pertinence criterion: relationship with the dimension or typology of the competence to which the item belongs (1=Not pertinent at all, 2= Not very pertinent, 3=Pertinent, and 4= Very pertinent)

Relevance criterion: important competences which must be present in the curriculum of the Degree in Early Childhood Education to promote an inclusive education (1=Not relevant at all, 2= Not very relevant, 3=Relevant, and 4= Very relevant)

Exclusivity criterion: the content of the item is different from the other items (1=Not exclusive at all, 2= Not very exclusive, 3=Exclusive, and 4= Very exclusive)

Together with this assessment, the experts could suggest changes or improvements for the proposed items (elimination or inclusion of items; reformulation or wording changes).

Procedure

The following stages have been observed in the design and validation of the *ad hoc* questionnaire elaborated – CEINCLUSIVA:

- Review of the initial state of art and design of the questionnaire. The first steps in the elaboration of any instrument for collecting information are linked to a bibliographical review. Thus, a research of national and international databases was done. This allowed us to know the status of the issue with reference to teacher education in Early Childhood Education and inclusive education. This search was performed in WOS, Dialnet and Google Scholar databases; the descriptive terms “teacher competences and inclusive education”, “teacher education and inclusion”, “teacher research and training” were used; the selected scientific publications had to be written in the last decade and, finally, they had to be published in a relevant journal in the field of inclusive education and teacher education.
- Content validity with the expert-judgement technique through an intentional sampling in which seven experts with an academic and scientific connection to the subject of study. These experts fulfilled a validation guide that was designed *ad hoc* and their

qualitative and quantitative assessments were added to the initially designed questionnaire.

- Questionnaire implementation. The instrument was given to students and graduates in the Degree in Early Childhood Education at the University of El Bosque, during the academic year 2018/2019. Moreover, it was applied to employers and managers of the training centres where students of that degree go during the same academic year. They all were asked for an informed consent before filling the questionnaire.
- Analysis of the statistical reliability. After gathering the information, the data entry and processing was carried out. The reliability of the instrument was determined in its globality, as well as in each of its four dimensions, highlighting its value and final set-up.

Design and data analysis

A quantitative descriptive analytical design has been adopted in the process of validation of the questionnaire – CEINCLUSIVA. The statistical programme IBM SPSS for Windows, version 24, has been used. In this way, and in relation to the first specific goal, its use has facilitated the knowledge of the level of inter-judges' concordance through descriptive statistics, as well as through the Kendall's W Coefficient of Concordance. As Siegel and Castellan (1995) highlight, this coefficient enables us to know the degree of agreement or association among the scores given by the judges, therefore allowing the acceptance or rejection of the null hypothesis, as well as the strength of the concordance among the evaluators. Linked to it, the experts could, in a qualitative way, point out those aspects to improve in each of the sections of the instruments. These qualitative assessments were taken into account. Lastly, and in relation to the second specific goal, that is, knowledge of the reliability of the designed instrument, the reliability indices through the Cronbach's alpha were studied.

Results

The results will be presented following the specific goals of the validation process of the instrument CEINCLUSIVA, that is to say: analysing the validity of the questionnaire content and valuing its internal consistency and reliability.

Content validity

The descriptive analysis of the assessments made by the experts in relation to the different criteria – clarity, pertinence, relevance and exclusivity – lays bare its adequate content validity. In this sense, experts have pointed out the clarity and relevance of the title, of the sociodemographic variables proposed, and of the presentation of the instrument to its addressees, without making any type of remarks or proposals of improvement in this respect. In relation to the proposed items, the descriptive statistics obtained – Mean and standard deviation – show the clarity, pertinence, relevance and exclusivity of the items found in each dimension, as well as in their globality. Then, the average scores obtained in these criteria are very good, and really close to the highest score. Linked to that, and importantly, there is a concordance between the experts' assessments, as it is seen in Kendall's W non-parametric test, which shows a statistical significance lower than .05, therefore indicating the judges or experts' agreement. All these data are shown in Table 2.

Table 2.

Descriptive statistics, Kendall's W and significance in relation to experts' agreement

Dimensions	N	Mean	ST	Kendall's	Sig. α
GLOBAL (with the four criteria)	212	3.72	.276	.193	.000
Clarity	53	3.65	.277	.333	.000
Pertinence	53	3.80	.267	.191	.000
Relevance	53	3.79	.275	.194	.000
Exclusivity	53	3.66	.255	.262	.000

Despite the good scores, the experts' suggestions for improvement in relation to the proposed items have been considered. Consequently, two items have been eliminated, one of them related to the social competences and the other to the methodological competences. Likewise, two new items have been added to the scientific competences, and some items of the four dimensions have been reformulated for the sake of clarity and a correct linguistic expression. The changes made in the items of every dimension appear in Table 3.

Table 3.

Changes made in the initial version of the questionnaire

Competence Dimension	Suggestions for improvement and changes made
Scientific Competences KNOWLEDGE	<p>Inclusion of two new items: Knowing the barriers to learning and participation which make difficult the I E. Knowing the systems of augmentative and alternative communication.</p> <p>Reformulation of some items (wording changes) These questions concern items 1, 4, 5, 7, 8, 10, 12, and 14</p>
Social Competences BEHAVIOUR	<p>Elimination of an item Capacity of relationship and communication with the educational community.</p> <p>Reformulation of some items (wording changes) These questions concern items 20 and 26</p>
Methodological Competences SKILLS	<p>Elimination of an item Valuing and reconsidering their teaching-learning strategies, according to the results of the learning evaluation.</p> <p>Reformulation of some items (wording changes) These questions concern items 31, 32, and 43.</p>

Competence Dimension	Suggestions for improvement and changes made
Personal Competences ATTITUDES	Reformulation of some items (wording changes) These questions concern items 45 and 46

All these changes have been made taking into account the scientific considerations suggested by the experts. In this way, two new items have been added relating to the theoretical framework of the inclusive education; on other occasions, and given the duplicity of the contents proposed, two items have been eliminated and, finally, slight modifications have been made to some items for the sake of a greater clarity.

Internal consistency or reliability of the questionnaire

The analysis of the reliability of the designed instrument, through the Cronbach's alpha, has shown a coefficient of .964 for the 53 items analysed in the global scale, which shows a high internal consistency. In the same way, the analysis of the items of each of the four dimensions show very positive results. In this sense, dimension 3 – Methodological competences –, and dimension 4 – Personal competences – obtain indices next to the global result previously commented. These scores go down in the case of dimension 1 – Scientific competences – with a coefficient of .898 and dimension 2 – Social competences – where a coefficient of .876 is obtained. These results show that the elaborated instrument has an excellent internal consistency as it presents values higher than .9 at a global level, while their coefficients are higher than .8 in all dimensions. Generally speaking, the reliability of the instrument is very good. These data can be seen in the following table.

Table 4.

Reliability statistics of the designed instrument

Global Reliability and by Dimensions	N	Cronbach's Alpha
GLOBAL	53	.964
Scientific competences KNOWLEDGE	19	.898
Social competences BEHAVIOUR	9	.876
Methodological competences SKILLS	16	.934
Personal competences ATTITUDES	9	.932

After this process, the final configuration of the questionnaire found in Annexes 1 and 2 was completed.

Discussion and conclusion

After finishing with the validation process of the instrument CEINCLUSIVA, the results obtained show the existence of a valid and reliable questionnaire to know the competences to develop in the Degree in Early Childhood Education at the University of El Bosque to promote an inclusive education, from the students', graduates' and prospective employers' perspective.

In this way, content validity through the expert-judgement technique has allowed a refinement of the initially designed instrument thanks to the introduction of changes such as the elimination or inclusion of items and reformulation or wording changes to improve clarity. Moreover, the analysis of the experts' assessments has confirmed that the items connected to each one of the dimensions in the initial questionnaire are clear, pertinent, relevant and exclusive.

Even if this instrument was created with the goal of determining the competences of the curricula for early childhood educators in a particular context, it can be extrapolated and applied to other Higher Education institutions, ergo, its value. In this sense, it is important to remember that the proposed competences have been determined taking into account the status of the issue in "Inclusive Education and Teacher Education", following the recommendations made by the European Agency for Development in Special Needs Education (2011), and renowned authors in this field (Arnaiz, 2003, 2012 and 2019; Ainscow & Booth, 2011; Zabalza & Zabalza Cerdeiriña, 2011; Echeita, 2014; Forlin, 2012; Fernández Batanero, 2016, among others).

We cannot forget the challenge posed and assumed by international organisations such as UNESCO (2016) and its member states, of guaranteeing an education of quality, equitable and, consequently, inclusive, for everyone on a long-term basis. Therefore, teacher education becomes a cornerstone for its promotion as Casado & Lezcano (2012), Imberón (2014) and Perrenoud (2004), have pointed out. We can only expect to advance towards an inclusive education if we rethink teacher education, the one offered in Higher Education institutions and the continuing training within the professional practice.

Higher Education is found at the crossroads of designing and developing curricula that allow the future educators to promote an inclusive education. In this sense, it will be essential to determine the competences that must dominate the curricula. As Rodríguez Hernández (2019) states, these curricula must be based on an approach of inter-curricular collaboration, setting on one side contents of inclusive education which adhere rigidly to particular areas or subjects as this approach should be embraced from each one of the subjects, as they all can and must contribute to the attempt of training educators who are able to promote an inclusive school and face the goals and challenges of the 21st century society.

The elaboration of this instrument of information gathering is an attempt to cooperate in this challenge of training and empowering the future educators so we can advance together towards an inclusive education.

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Annexe 1. Final questionnaire for students and graduates

Competence Evaluation Questionnaire in the Degree in Early Childhood Education to Promote an Inclusive Education

(CEINCLUSIVA: STUDENTS, GRADUATES)

The present questionnaire has the aim of identifying the competences which must be present in the Degree in Early Childhood Education in the University of El Bosque, to train professionals able to develop and promote an Inclusive Education. To that end, we asked for the collaboration of graduates and students from the last four semesters of the Degree in Early Childhood Education at that university, seeking in this way an anonymous and sincere cooperation in the completion of this questionnaire. In this sense, after indicating gender, age and training years, as well as nature of the institution where the training or work was developed, the questionnaire presents a series of statements in relation to the competences needed by a professional to handle and respond to the different educational needs found in students and to promote an Inclusive Education. There, your opinion is asked for according to the following scale:

1: Not important at all, 2: Slightly Important, 3: Important and 4: Very important.

Please, write X in the appropriate box to characterise the sample

Gender	Female	<input type="checkbox"/>
	Male	<input type="checkbox"/>
Age	18- 20 years old	<input type="checkbox"/>
	21-30 years old	<input type="checkbox"/>
	30 years old or more	<input type="checkbox"/>
Years of training and/or work experience	1-3 years	<input type="checkbox"/>
	4-6 years	<input type="checkbox"/>
	7 years or more	<input type="checkbox"/>
Nature of the institution where the training or work was developed	Public	<input type="checkbox"/>
	Private	<input type="checkbox"/>
	Others (Specify):	<input type="checkbox"/>

Next, a series of items relating to the competences a child educator must have to promote inclusion appear. Please, rate their degree of importance according to your personal opinion. Finally, thank you for taking the time to complete this questionnaire.

The term inclusive education will be abbreviated as I E.

COMPETENCES RELATED TO KNOWLEDGE (SCIENTIFIC AND ACADEMIC)	Not important at all	Slightly important	Important	Very important
1. Knowing the concepts and principles proposed for Inclusive Education	1	2	3	4
2. Knowing the Colombian law referring to attention to diversity and the development	1	2	3	4

of an Inclusive Education				
3. Knowing the international law around Inclusive Education	1	2	3	4
4. Knowing the Information and Communication Technologies (ICT) applied in I E	1	2	3	4
5. Knowing the methodological strategies (pedagogical, didactic, curricular) to promote an I E	1	2	3	4
6. Knowing different websites which offer access to educational resources relating to I E	1	2	3	4
7. Knowing the integral evolutionary development of students with different special educational needs	1	2	3	4
8. Knowing the educational needs present in students with special educational needs	1	2	3	4
9. Knowing the barriers to learning and participation which make difficult I E	1	2	3	4
10. Knowing the different adaptations and/or curricular flexibilisation for students with special educational needs	1	2	3	4
11. Knowing the resources and services provided by the education authority	1	2	3	4
12. Knowing how to plan the pedagogical and curricular actions to encourage inclusive practices	1	2	3	4
13. Knowing good practice experiences in inclusion which have been developed in education centres	1	2	3	4
14. Having sufficient knowledge to develop processes of action-research	1	2	3	4
15. Mastering the model of collaboration among the members of the education community	1	2	3	4
16. Knowing the lines of action to promote coexistence, interculturality and inclusion	1	2	3	4
17. Knowing a foreign language (English)	1	2	3	4
18. Knowing the country's vulnerable communities and their characteristics	1	2	3	4
19. Knowing the systems of augmentative and alternative communication	1	2	3	4
COMPETENCES RELATED TO BEHAVIOUR	Not	Slightly	Important	Very

(SOCIAL)	important at all	important		important
20. Interdisciplinary and multidisciplinary working capacity	1	2	3	4
21. Capacity of relationship and communication with families	1	2	3	4
22. Capacity of assertive relationship and communication with students	1	2	3	4
23. Working capacity with the community	1	2	3	4
24. Capacity to develop a collaborative work	1	2	3	4
25. Disposition towards a continuing professional development in relation to I E	1	2	3	4
26. Development of the coexistence, respect and tolerance among students	1	2	3	4
27. Management of ethical and moral values (respect, equity, responsibility, commitment)	1	2	3	4
28. Ability to listen	1	2	3	4
COMPETENCES RELATED TO SKILLS (METHODOLOGICAL)	Not important at all	Slightly important	Important	Very important
29. Promoting pedagogical processes which involve all students	1	2	3	4
30. Promoting resources and strategic alliances with the community to strengthen I E	1	2	3	4
31. Knowing how to identify the students' support needs	1	2	3	4
32. Using different evaluation techniques, instruments and strategies to answer the students' needs	1	2	3	4
33. Applying the evaluation as an instrument to improve the educational practices related to I E				
34. Coordinating and participating in projects which benefit I E	1	2	3	4
35. Participating in research studies which strengthen the educational practices in I E	1	2	3	4
36. Developing a collaborative work with special support teachers	1	2	3	4
37. Being able to work with professionals specialised in other areas related to I E (doctors, social workers, therapists)	1	2	3	4

38. Fostering an inclusive culture in the school with the participation of the community, families and environment	1	2	3	4
39. Planning and developing reasonable adjustments which ensure equal terms for all the students	1	2	3	4
40. Applying the ICT in the educational response and support to students	1	2	3	4
41. Promoting collaborative learning between equals	1	2	3	4
42. Identifying and eliminating barriers to learning and participation in all students	1	2	3	4
43. Applying methodological strategies which favour attention to diversity	1	2	3	4
44. Managing the classroom climate and achieving group cohesion	1	2	3	4
COMPETENCES RELATED TO ATTITUDES (PERSONAL)	Not important at all	Slightly important	Important	Very important
45. Knowing oneself and our capacities	1	2	3	4
46. Respecting and accepting students' differences	1	2	3	4
47. Being able to make individual decisions	1	2	3	4
48. Assuming responsibilities	1	2	3	4
49. Exercising leadership	1	2	3	4
50. Showing interest in the research relating to the I E	1	2	3	4
51. Showing interest in the development of projects relating to I E	1	2	3	4
52. Showing a disposition towards the continuing professional development in relation to I E	1	2	3	4
53. Having a flexible attitude towards the students' diversity and their contexts	1	2	3	4

Next, you will find a series of questions relating to different aspects about the Childhood Educator and the Inclusive Education.

Should the child educator, in his professional practice, contribute to the development of an I E?

Why?

Do you consider that the necessary competences to work in inclusive educational contexts have been developed during your training in the Degree in Early Childhood Education?

If so,

why? _____

If not, what drawbacks do you think are present in this area in your curriculum?

THANK YOU VERY MUCH FOR YOUR COLLABORATION

Annexe 2. Final questionnaire for employers

Hereunder, the parts of the CEINCLUSIVA questionnaire addressed to employers, which are different to the instrument addressed to students and graduates (questionnaire presentation, sociodemographic variables and last questions – if it is answered negatively), are presented. It is worth noting that the 53 proposed items are equal for all the groups represented in this study.

Competence Evaluation Questionnaire in the Degree in Early Childhood Education to Promote an Inclusive Education

(CEINCLUSIVA: Employers)

The present questionnaire has the aim of identifying the competences which must be present in the Degree in Early Childhood Education in the University of El Bosque, to train professionals able to develop and promote an Inclusive Education. To that end, we turn to the employers of the students in the Degree in Early Childhood Education at that university, seeking in this way your anonymous and sincere cooperation in the completion of this questionnaire. In this sense, after indicating gender, age and years of work experience, nature of the institution, as well as position, the questionnaire presents a series of statements in relation to the competences needed by a professional to handle and respond to the different educational needs found in students and to promote an Inclusive Education. There, your opinion is asked for according to the following scale:

1: Not important at all, 2: Slightly Important, 3: Important and 4: Very important.

Please, write X in the appropriate box to characterise the sample

Gender	Female	<input type="checkbox"/>
	Male	<input type="checkbox"/>
Age	18-20 years old	<input type="checkbox"/>
	21-30 years old	<input type="checkbox"/>
	30 years old or more	<input type="checkbox"/>
Years of work experience	1-3 years	<input type="checkbox"/>
	4-6 years	<input type="checkbox"/>
	7 years or more	<input type="checkbox"/>
Nature of the Institution	Public	<input type="checkbox"/>
	Private	<input type="checkbox"/>
	Others (Specify)	<input type="checkbox"/>
Position	_____	

Next, a series of items relating to the competences a child educator must have to promote inclusion appear. Please, rate their degree of importance according to your personal opinion. Finally, thank you for taking the time to complete this questionnaire.

The term inclusive education will be abbreviated as I E.

According to your experience in relation to the students' and graduates' performance, do you consider that, in the Degree in Early Childhood Education at the University El Bosque, the necessary competences to work in inclusive educational contexts are developed?
If so, why?

If not? What aspects should be taken into account?